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ABSTRACT

Often, teachers must adapt existing textbooks or produce their own materials in order to accomplish what they want in class. This paper describes how one English as a Second Language (ESL) teacher at a Japanese high school developed materials to address the problem of helping learners distinguish between two grammatical forms: "used to" and "be used to." Materials were intended to cover a single classroom hour and to include all of Swan's (1994) design criteria for pedagogic language rules. First, students were presented with the two grammatical forms and asked to distinguish between the two. Next, students completed a cloze exercise using the two target forms. Students then made their own sentences using the target forms, explaining the difference between the two. Anecdotal data from the course indicated that the materials were successful for higher level, but not lower level, classes. Student motivation was an important factor in how successful the materials were. Six appendixes present the course materials, which include a sheet on "used to" versus "be used to" plus gerund; worksheets for practicing "used to" versus "be used to"; a teacher feedback form; corpus analysis; sample teacher feedback; and sample sentences. (Contains 27 references.) (SM)

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# 'Used to' and 'Be used to':
# The research, production and evaluation of a consciousness-raising exercise, prepared and presented in response to a classroom question.

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**Abstract:**
While designated textbooks may be a boon or a bane for teachers, the reality is often somewhere in the middle ground. Invariably, personal teaching methodologies tend not to reflect those of any particular author, covering any specific topic, especially when questions arise from students which are not covered in those texts allotted to them. This paper describes just such a situation, and outlines a course of action designed to address the problem area of helping learners to distinguish between the two grammatical forms "used to" and "be used to". Though it must be assumed that not all teachers will have the necessary time and resources required to reproduce comparable investigations, it is hoped that some of the insights presented here will enable others to better prepare and produce the materials required for similar consciousness-raising activities.

**Introduction**

As many teachers are apt to testify, prescribed textbooks do not always accomplish what they would like them to do, failing in differing ways to satisfy both themselves and their learners. Sometimes certain key elements may be missing, or they may not be covered in sufficient detail or depth. In other cases the presentation may not be all that is desired. Such shortcomings are highlighted further when students ask questions which are simply not covered by texts. As Block, (1991; 211) comments: "Despite the bounteous harvest of ELT materials which the past decade and a half has provided, published materials do not always provide the types of texts and activities that a teacher is seeking for a given class". Unsurprisingly, teachers often have to produce their own materials, adapt existing texts or supplement a designated course book by dipping into other resources in order to meet their needs. In this paper I will present an evaluation of my own teaching materials produced in response to a textbook 'gap'.

While covering the grammatical form "used to" as part of a regular English class, I was prompted by a student to explain the difference between "used to" and "be used to". That the textbook did not cover this inquiry satisfactorily, (see Appendices) induced me to produce my own materials: a 'consciousness-raising' exercise to cover one teaching hour and an attempt to elucidate clearly to my students the difference between the two grammatical forms.

**Situation**

The school at which I am employed is a Japanese co-educational senior high school with a total student enrollment of approximately two hundred students, aged between 15 and 18. The school is just one part of a much larger privately owned campus, (known in Japanese as a '*Gakuen*'), consisting of a university, a two-year women's college, a girl's junior and senior high school and a kindergarten. The high school is relatively small compared to the various other parts of the institution, and serves primarily as a feeder into the *Gakuen*'s own university.

The students are split among six homerooms, two for each of the three years i.e. thirty or so students in each homeroom, two homerooms in each year. For their English conversation ('*Eikaiwa*') classes the students are streamed into four levels from 'D' (the lowest) to 'A' (the highest), creating small teaching groups of between seven and nine students. It is important to note here that the streaming occurs as a consequence of entrance examination results, and is based on the students' performance in a series of written tests, administered by the Japanese staff, that focus on grammar and reading comprehension. At no stage in this entry program is *communicative competence* a consideration. Inevitably, the result of this procedure is that the foreign staff spends a great deal of time reshuffling students in the course of their studies.

**On motivation**

It is relevant to identify some of the constraints in which the exercise was employed. It can help explain the relative success, or failure, of the materials adopted for use in other classes. It is also necessary at this juncture to make some mention of the *nature* of the students and their rather unique relationship to the school as a whole.

The school is run in such a way that the students know a lack of effort on their part will not prove to be a hindrance on their advancement through the system. There are no goals to be met in the course of their studies, no obligatory examinations to pass; failure is almost unheard of. Indeed, simply attending the school for one third of the total classes is sufficient to avoid drawing untoward attention upon oneself. As the students are, for the most part, from very wealthy families, and as their admission to the school's own university is basically guaranteed, they have no reason to feel that ability in English is a necessity for either their present situation, or for their futures.

Though *Eikaiwa* is a compulsory subject, it is only a small number of students in any of the three years that exhibit any real signs of interest or motivation in learning English. Motivation here is taken from the definition provided by Crookes and Schmidt, (1991): "A student is motivated if he or she becomes productively engaged in learning tasks, and sustains that engagement, without the need for continual encouragement or direction".

This lack of real motivation, further subdivided as "integrative" or "instrumental" by Gardner and Lambert, (1959) makes the successful employment of any textbook, or any given task presented in a textbook, challenging to say the least. As Ellis, (1993) notes: "Language teachers can't really do very much to influence learners' instrumental or integrative motivation, but they can do a tremendous amount to try to develop some kind of intrinsic interest in the performance of different kinds of activities". This development of interest can take many forms, one of which is the presentation of materials adapted from existing texts into more appealing exercises, or the creation of wholly original materials designed with specific needs in mind.

The materials presented here, (Appendix A), were designed for use with the two third-year 'A' stream classes, generally regarded as the most willing and able students in the school, but were also used in collaboration with my colleagues, with the lower-level groups. For their classes I prepared a separate suggested lesson plan, (Appendix B), complete with instructions/guidelines and also a teacher feedback sheet, (Appendix C), which I asked my associates to complete as part of their assessment of the materials.

Though I do not usually work in collaboration with a Japanese English teacher, for the purpose of this exercise I invited a member of the Japanese English teaching faculty to attend my class and to offer assistance where necessary.

**Curriculum, syllabus and textbooks**

The school administration, as is common to most Japanese schools, insists on using a prescribed textbook in the *Eikaiwa* classes. As 'English Conversation' has never been defined by anyone at the school, each teacher assumes responsibility for their own interpretation of what this term actually means and formulates their own syllabus accordingly. Richards' (1993) observation: "In many school and language programs, the textbooks used in the ESL program *are* the curriculum", describes the current teaching environment very well, though it should be noted here that a recent attempt to form a consensual syllabus running in tandem with the Japanese English classes of reading, writing and grammar is presently under development.

Members of the foreign staff made the choice of current text almost three years ago when some teachers expressed reservations with the old course books. As Richards, (1993; 2) notes, it is often the case that bureaucrats and not teachers are responsible for selecting textbooks, but in this instance the choice was left fairly and squarely with members of the Foreign Faculty. With the proviso from the school management that any decision made would have to remain in place for at least a single 3-year rotation, a new set of textbooks was chosen from a selection of samples provided by various ELT publishers. At that time, it was decided to use three different textbooks, a different one for each year: the first three books in the 5-level 'SUCCESS: Communicating in English' series, (1994) published by Addison-Wesley.

This arrangement might be more effective if each group of students was intrinsically better or worse than another. However, the reality of the situation is that there are third year students who should be using the first year book and first year students who could be using the second, or third year's book. Within each year, the four different streams could quite feasibly be using a different volume, making a possible total of some twelve different texts. Given the administration's wish for ordering books in 3-year blocks, this multi-text method is simply not practicable: no two intakes are ever the same. Faced with the reality of the situation, teachers are forced to adapt materials to meet their needs.

**Materials: Textbooks Vs DIY materials**

There has been much discussion both for and against the use of ELT textbooks in the classroom: Alwright (1981), Sheldon (1988), Richards (1993), Swan (1992), Littlejohn (1992), Hutchinson and Torres (1994), and many others have all voiced their opinions in recent years. In support of their use, the general consensus of opinion is that textbooks allow for lessons to be clearly structured, allowing for what Hutchinson and Torres, (1994; 317) term as *"routinization"* a state of affairs to be welcomed by students and teachers alike. Alwright, (1982; 6) argues that materials writers have the expertise that some teachers may lack, while Sheldon cites institutional restrictions and workload pressures coupled with "the sheer labour-intensiveness" (1988; 238), of designing classroom materials as justification for following a prescribed course book. Others, however, see textbooks as tools which may undermine a teacher's creativity.

As Swan, (1992; 33) cautions: "The danger with ready-made textbooks is that they can seem to absolve teachers of responsibility", a sentiment echoed by Littlejohn, (1992; 84): "The precise instructions which the materials give reduce the teacher's role to one of managing or overseeing a preplanned classroom event". Like Hutchinson and Torres (1994), Richards (1993), settles for the middle ground, and while warning that textbooks "de-skill teachers", he sees them as a valuable tool which creative teachers should learn to evaluate and adapt. My own position is to agree with this point of view; I too see "textbooks as source books rather than course books", (1993; 9), a valuable resource to be evaluated, adapted and exploited as needs permit and circumstances allow. Such conscious decision-making allows teachers to develop into what Prabhu (1992), calls "good theorists", knowledge seekers, far more than simple guides through a series of printed tasks and exercises.

In a similar vein to the debate surrounding textbooks, the use of teacher-produced materials has been receiving increased attention over the last few years. Block (1991), argues very convincingly for the benefits of preparing one's own materials. Others concur, especially when the materials in questions are *authentic* (Peacock, 1997), and used in "genuine communication" (Wong, Kwok et al., 1995). Despite the pros and cons surrounding both debates, situations arise, and the example presented here is a case in point, where there is no choice in the matter: textbooks fail to deliver and DIY materials become *necessary*.

**A consciousness-raising activity: Overview**

The materials presented here can perhaps best be described as a set of Consciousness-Raising, (C-R), exercises. Through four different sections, they attempt to take the middle ground between 'learning' characterized by the study of grammatical rules and what Krashen (1982), calls "acquisition" characterized by exposure to the use of language. The materials utilize three of the key C-R elements identified by Ellis (1993): the linguistic feature under scrutiny is first identified and isolated, data is then provided to illustrate the target feature and the students are finally required to "utilize intellectual effort" in eliciting their own understanding. The materials follow closely the Willis and Willis' (1996), description of a C-R activity as "guided problem solving…Learners are encouraged to notice particular features of the language, to draw conclusions from what they notice and to organize their view of language in the light of the conclusions they have drawn" (p.64), and by Rutherford and Sharwood Smith (1985; 274): "The deliberate attempt to draw the learner's attention specifically to the formal properties of the target language". As a C-R exercise, it may be further sub-categorized as 'Explicit C-R'; attention is explicitly called to the grammatical features through typographical means.

**Grammar teaching in the classroom**

Developments in second language acquisition, (SLA), have called into question the role of grammar in language teaching. Though there has been much criticism of *product* teaching and pedagogic grammar, e.g. Greenbaum (1986), "pedagogic grammars teach the language and not about the language" (p.32), more recent debate suggests that grammar still has an important role to play. Though grammatical proficiency is not generally regarded as sufficient in itself to generate genuine communicative capability, "it would be inappropriate to conclude that the development of grammatical competence is irrelevant to or unnecessary for the development of communicative competence", (Canale & Swain, 1980; 13). What is required is that the supporting role of grammar teaching be more clearly defined "as one part of a larger pedagogical context that embraces as well the other essentials for target language mastery," Rutherford & Sharwood Smith, (1988; 114).

Another proponent, Batstone (1994), argues: "Teaching grammar as product can give the learner a clear and explicit framework…Such a structured and systematic approach can provide the learner with a strong sense of position and direction, and this in itself can generate a much needed feeling of security and purpose which can have a motivating effect", (p.226). My aim in producing these materials is to follow the 'pedagogic continuum' proposed by Batstone, (1994):

| **PRODUCT ----------** | **INSTRUCTION---** | **----------PROCESS** |
|---|---|---|
| **Language pre-selected** | **Outline of rules** | **Language generated** |
| **for the learner.** | | **by the learner.** |
| **(Part I & Part II)** | | **(Part III & Part IV)** |

Though prepared to cover just a single classroom hour, my intention was to include all of Swan's (1994), "design criteria" for pedagogic language rules: Truth, Demarcation, Clarity, Simplicity, Conceptual Parsimony and Relevance. As Sharwood Smith (1988), comments, "intuitive" and "conscious" discovery will always be a matter of *"self discovery.* The question is to what extent that discovery is guided by the teacher", (p.53). The extent to which I believe I achieved, or failed to achieve my goal is covered below.

**Production (Appendix A)**

**Part 1**

The first section presents to the students the two grammatical features that are under investigation. Separated into the two halves of a single page, the students are invited to read and to try to distinguish the difference between "used to" and "be used to".

Perhaps the most noticeable thing about this section is the deliberate inclusion of intrinsically Japanese illustrations in combination with a liberal use of the students' L1.

As Hewings (1991; 238), discovered, interpretation of printed illustrations is culture-specific and often confuses, rather than aids comprehension. To avoid such confusion, and simply to make the page more visually appealing, I chose to include very uncomplicated and hopefully easily intelligible pictures. Similarly, Japanese is used to aid comprehension while not detracting from the grammatical emphasis. English proper names often cause my students to stumble, and are not the focus of this exercise. This inclusion of a "cultural component" has been seen as a valuable mechanism for effective teaching and learning in the second language classroom, (Hewings, 1991; 237).

Contrary to what Sheldon (1988), says about students not liking homemade "shabby" materials, my students were most impressed with this section. This is in accord with Block (1991), who also takes issue with Sheldon's claim: "Students appreciate teachers who prepare their classes, and materials give clear and tangible evidence of preparation", (p.214).

**Part II**

The students are now requested to complete a cloze exercise using the two target forms. Oral or written answers were both acceptable in this part. The most significant thing to note about this section is the use of *contextualization* and its link to the aforementioned cultural component. Block (1991), advocates the importance of relevant examples in a similar "used to" exercise:

"Contextualising *used to* with real examples which are of interest to students makes the transition to talking about changes in their own lives all the easier", (p.213).

**Part III**

Students are now asked to make their own sentences using the target forms. Here again, contextualisation plays an important role, as learners are apt to cite examples reflecting changes in, or circumstances pertaining to, their own lives.

**Part IV**

The final part of the exercise is certainly the most demanding. Here the students are invited to explain, in their own words, the difference between "used to" and "be used to". Though there is space for written answers, this part of the class was conducted as a group discussion in conjunction with a Japanese English teacher. In this section the focus moves away from teaching grammar as "product" and moves towards a genuinely communicative exercise, in line with Ellis' (1993), proposal that there are benefits in teaching grammar through a communicative activity; not solely via the direct teaching of a grammatical structure. This end section inevitably results in the students' review of their earlier work and invites an appraisal of what has passed. "Making the materials themselves the object of critical focus in the classroom", Littlejohn and Windeatt (1989; 175), is to be welcomed and encouraged.

**A micro-evaluation**

As a single class, the assessment that follows is perhaps best described as a "micro", (as opposed to a macro), evaluation" (Ellis, 1997; 37). Ellis again: "Such an evaluation provides the teacher with information which can be used to determine whether it is worthwhile using the materials again, which activities 'work' and which do not, and how to modify the materials to make them even more effective for future use", (ibid). This is a retrospective qualitative appraisal that can only be successfully conducted after the materials have been tried out in a real teaching situation.

With my own group of A-level students the general conclusion I would make is that the materials were, on the whole, successful. As Ellis (1997), notes: "The task can only be said to have worked if the students have found it enjoyable and/or useful" (p.39), and based on this criteria the materials worked on both counts. However, in the lower-level classes a similar level of success was not reported. The consensus of opinion offered by my co-workers on their supplied response sheet, was that the lack of motivation on the part of most of their students, (Appendix C; question 9) rendered the exercise futile, and of the few students who did attempt the work, the tasks were considered too difficult. All teachers considered the materials to be superior to those provided by the prescribed textbook, (Appendix C; question 7), but felt that they would only be able to utilize them with a higher-level, or more willing, group. A selection of their responses is included (Appendix E). As a result of these findings, this evaluation deals primarily with the group for whom the materials were originally designed.

As is often the case with grammatical constructions which contain similar words but which carry very different meanings, learners often have problems differentiating between the two forms. My students had few, if any, problems with "used to"; the contrasting of simple facts, old and new, around the target form is the way that this item is usually presented in grammar textbooks. With "be used to", my group were quick to pick up on the concurrence of the gerund with this form but did not explicitly exploit this in the cloze exercise, preferring instead to work through the sentences with considerable care and diligence.

The final question in Part II, "get used to" caused a little perplexity, but this was a deliberate inclusion on my part. Heeding advice from Willis & Willis (1996) and from Peacock (1997): " I recommend that teachers of adult EFL to beginners try appropriate authentic materials in their classroom as they may increase their learners' levels of on-task behavior, concentration, and involvement in the target activity more than artificial materials", (p.152). I wanted to include some authentic material in my lesson, but constraints of time and lack of access to a suitable spoken corpus forced me to abandon this plan until a future date. However, I ran "used to" though a corpus analysis computer program using the Lancaster-Oslo-Bergen corpus, (a written text corpus of approximately 1,000,000 words of British English taken from fifteen different registers), and was a little surprised to find that "get used to" occurred much more frequently than "be used to", (Appendix D) including noticeable collocations with forms other than the gerund.

Though it is not possible to draw any concrete conclusions from a single corpus, I decided to at least bring this form to my students' attention, as it too was not covered by our designated textbook. It might be an interesting and worthwhile future exercise to produce a second set of *authentic* materials: "materials which are used in genuine communication in the real world" (Wong, Kwok & Choi, 1995; 318), and to investigate specifically any increased signs of motivation with the less-conscientious learners.

With the third part of the assignment, the students created similar sentence patterns to those given in my own examples, mainly choosing to contextualize themselves and their own experiences. Where one or two students experienced problems at this point, I invited the Japanese English teacher to offer some assistance. Using the whiteboard, he chose to highlight the differences between the English and Japanese versions of the target forms. As Rutherford & Sharwood Smith (1985) recommend, " where the structural properties of the L1 and the L2 differ, the rate of acquisition can be accelerated by drawing the learner's attention to those differences", (p.274). This provided the students with valuable encouragement and reinforcement; consequently, all were able to complete the task satisfactorily. Samples of students' responses are provided (Appendix F).

The final discussion exercise allowed me to assess the real extent of learner comprehension. With little help from the Japanese English teacher most students were able to explain, in simple terms at least, the grammatical rules of usage in a convincing way. The discussion once again brought to bear the question of when one should use "get used to" as opposed to "be used to", stimulating the focus for a subsequent class.

**Conclusion and recommendations**

The success of my own class, in comparison to those conducted by my colleagues, is testament to the caveat offered by Jacobs & Ball, (1996): It does not matter how well, or how carefully a teacher prepares, "in the final analysis it is the students who decide what happens", (p.101); the decision to co-operate, or not, lies with group members. With students who exhibit lower levels of motivation it is difficult to identify and isolate any set of materials as being at fault. However, more willing and able learners may offer a valuable insight into the strengths and weaknesses of classroom activities and, when overtly included in a critique of their own lessons, their unique perspective can provide valuable data for evaluation and redesign.

As indicated above, it is my intention now to create a second set of materials including authentic, rather than concocted language, and also to try and take the focus away from the individual, modifying the tasks into a group oriented exercise. At present, the students' actions are not governed by "positive interdependence" or "individual accountability" (Jacobs & Ball, 1996; 101), and I would like to include these elements in any future plan.

In this way, the materials may be seen as being in a state of flux, their evaluation and constant reassessment leads me to conclude that no set of DIY materials can ever be really said to be 'finished'.

Their management with different groups of learners in different situations suggests that, as with textbooks, they will be subject to continual adaptation and review. Perhaps the best that I as a teacher can hope for is that my own influence on their evolution will always be beneficial for my students and correspondingly insightful for my own personal development as a professional pedagogic theorist.

**APPENDIX A**

# USED TO vs. BE USED TO + gerund

FOCUS:
This grammar consciousness-raising task is designed to illustrate the differences between: **used to** and **be used to + ing.**

LEVEL:
Beginner - intermediate

SUGGESTED LESSON PLAN:
Give out the exercise, and have students read Part I, emphasizing that "used to" and "be used to" differ in both structure and meaning. If you experience problems at this point, you may need to revert to the student's L1 and explain that "used to" equates to *yoku .....shita monoda* and that "be used to" translates as *...ni nareteiru,* meaning to become accustomed to.

Teacher then reads Part I aloud and checks with the students for problem vocabulary.

Next, ask the students to complete the sentences in Part II, while you move around the class and check for accuracy. In the case of a mistake, point it out, and refer back to a relevant example from Part I. Extra examples may also be necessary. Pay particular attention to constructions which require the negative form.

**No.10 may prove to be a problem: **get + used to** is actually a more common construction of this target form in authentic usage, but many textbooks, (ours, for example) often ignore it. It is included here because students should at least be made aware of the fact that **be used to + gerund** is not the only way *'to become accustomed to'* is expressed in English. With high-level students this explanation may be expanded to include the subtle difference in meaning and usage between *get used to,* meaning the process of becoming accustomed to something, and *got used to,* meaning to have become used to something. Extra examples may be appropriate.

With Part III, the students should try and create their own sentences, and if time allows, have them read aloud to the rest of the class.

In Part IV, the students should attempt to explain the usage of "*used to*" and "*be used to.*"

ANSWER KEY
1. used to
2. is used to
3. used to
4. are used to
5. used to
6. didn't use to
7. is used to
8. used to
9. weren't used to
10. used to



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## APPENDIX B

Part I Please read the following, and try to notice the differences between "*used to*" and "*be used to.*"

"USED TO"

| Edo Period | Now |
|---|---|
| | |
| Japanese men <u>used to</u> wear kimonos. | <u>Now</u>, they wear suits. |
| Nakata <u>used to</u> play soccer in Japan. | <u>Now</u>, he plays in Italy. |
| In Japan, mailing a letter <u>used to</u> cost 62 yen. | <u>Now</u>, it costs 80 yen. |
| Rice <u>didn't use to</u> be expensive. | <u>Now</u> it is very expensive. |

"BE USED TO"

| After 3 hours | After 1 minute |
|---|---|
| | |
| She <u>is used to</u> sitting seiza. | He <u>isn't used to</u> sitting seiza. |
| Every morning, Eiji drives 200 Km to work . | He <u>is used to</u> driving a long way |
| Yuki swims 5 hours every day. | She <u>is used to</u> being in the water. |
| Koji and Yuta go to juku 6 times a week. | They <u>are used to</u> studying hard |



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Part II
Please complete the following sentences. Look back at Part I if you need to. Remember, sometimes the negative form is required.

1.
Now I live in Nishinomiya, but I _____ live in Itami.

2.
Kenji is a busy waiter at Royal Host. He _____ standing all day.

3.
Akebono _____ be an Ozeki, but he is a Yokuzuna now.

4.
Young people these days _____ operating mobile telephones.

5.
Tokyo wasn't always the capital city of Japan. It _____ be in Kyoto.

6.
I _____ like natto, but now it is my favorite food.

7.
Takeshi has been a member of the karate club for a long time, so
he _____ getting punched on the nose.

8.
Takeshi wasn't always in the boxing club, he _____ be in the soccer club.

9.
60 years ago people _____ seeing airplanes, and got very excited when one appeared.

10.
At first, many foreigners have trouble using chopsticks but, after a while, they get _____
using them.

Part III Please write your own sentences using "*used to*" and "*be used to.*"

a) _____

b) _____

Part IV Now, in your own words, please explain when to use "*be used to,*" and when to use "*used to.*"

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**APPENDIX C**

# Teacher feedback

1. With which class did you use these materials?

2. On the whole, would you say that your students found the level of the task too easy, too difficult or just about right?

3. Which section did you consider to be the most successful? Why?

4. Which section did you consider to be the least successful? Why?

5. How did you adapt your own lesson plan from the suggested procedure? If you didn't, how might you go about doing things in a different way?

6. Do you feel that the difference between **used to** and **be used to** was sufficiently highlighted by the materials?

7. If you had to choose between the materials as provided in the prescribed textbook, (please see 'Success: Communicating in English III, Textbook p.21 & p.58, Bonus Practice Book p.58 and the corresponding instructions in the Teacher Resource Book p.27 and p.76), or those presented to you today, which would you choose to use? Why?

8. In general, how well do you feel that your students engaged with the materials? Please rank your answer from 10, completely absorbed, to 0, completely uninterested.

9. To what extent, if any, do you feel that the relative success, or failure, or your lesson was more as a result of your students' motivation/ability and less to do with the materials provided, (or vice versa)?

10. How often do you use the prescribed textbook in your own classes?

11. How important do you think it is to cover grammar based exercises in your conversation classes? Please rank your answer from 10, essential, to 0 unnecessary.

12. What do you think are the relative advantages & disadvantages of preparing your own materials?

**APPENDIX D**

## Corpus Analysis

**Search String :** 'accustomed to'
**Corpus :** The Lancaster-Oslo/Bergen Corpus (untagged).
**Frequency :** 13

the brink of experience , yet was *accustomed* to the exercise of authority . More baffling
us and we may have grown *accustomed* to asking only * - where is it this
Nigel's various mistresses as I was *accustomed* to whenever I saw him , much as
Boscombe Down , Geoffrey had become so *accustomed* to the unbroken note of the great
We must get *accustomed* to anxiety " said the Prime the House
point at which the reader is *accustomed* to close a poet's biography . Is it
between words such as we are *accustomed* to see and punctuation would be kept
the Arizona species , { Stagmomantis limbata } , Hahn , *accustomed* to dry summer temperatures reaching
inveterate foxcatcher , Captain Ronnie Wallace , is *accustomed* to wind up his season by taking
were mostly undernourished , in England , grown *accustomed* to empty shops and dreary plaster mock-ups
been combined with what we are *accustomed* to distinguish as thriller or mystery ingredients
six hours , a non-Chinese university teacher , *accustomed* to a fifty minutes ' limit , may wonder

**Search String :** 'used to'
**Corpus :** The Lancaster-Oslo/Bergen Corpus (untagged).
**Frequency :** 178

**above the garage , but he was *used to* Grant taking his car out at**
**drew apart . " You'll have to get *used to* my bad morning habits , " she teased**
In its simplest form it *used to* work in the following way .
perhaps at times too much . Gissing *used to* ask ~ * ' Has he starved ? * * ' when a
tactfully in to prevent trouble . He *used to* say : ^ Have whatever rows you like
**but , unless they are a team *used to* working together , they may have to**
the paintings and personality which journalists *used to* ridicule , can be cut away with
absurdity of its phrases , especially those *used to* describe a visit to the deceased
is now done by administrative act *used to* be accomplished in this way . For
to this Section the term was *used to* mean something like a coherent body
those same descriptions can also be *used to* refer to performances which are not
one local authority and another . We *used to* hear talk about major and minor
routes . When I was younger I *used to* be what is now called a
not desirable that force should be *used to* settle this problem .
the latter unit , can be properly *used to* describe soils in the Midlands . FORMULA
Cheshire-Shropshire plain , and these can be *used to* illustrate the type of soil formation
the same lead carrier solution is *used to* prepare the reference standards and for
one percent . Some separated lead-210 was *used to* make reference standards and as a
13 8.8 The term quasi-classical is *used to* indicate that their form is classical
been derived , however , they may be *used to* describe the motions of the conduction
such an equation can indeed be *used to* describe the motion . Some thought will
the same as the wave functions *used to* describe the motion of the electron
A bridge method of measurement was *used to* determine accurately the resistances of the
so far chosen . The method was *used to* forecast visibility ( as one of 32
horse , and reminiscent of what we *used to* see \0St . Paddy do at this
for the three following winters were *used to* obtain an independent check on the
were calculated with the conventional equations *used to* describe fluxes in cells and tissues

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of the British sources have been *used to* calculate the effective photon energy of
different level from them . \ Kunst was *used to* describe certain branches of knowledge , in
for each year group was then *used to* determine what would be the expected
Whitehall administrative provision which was now *used to* make the { 0T.E . B . } the grant-distributing
which reveal differences between jobs be *used to* justify differences in pay unless comparisons
simple aggregative model which may be *used to* study both the problem of reducing
about , the " growth equilibrium " paths , are *used to* investigate the stability of the system
the term { ratio decidendi } is normally *used to* refer to some binding rule ( or
brake was applied , and every means *used to* stop the train , fortunately with
succah , and of the gold fillets *used to* bind up the \ lulab , and more
2e Municipal } at Saintes , has been *used to* complete the drawing of the Lesnes
the term ferromagnetic spinel is sometimes *used to* describe those ferrites which exhibit magnetic
the three . The brush contacts were *used to* trigger off a stroboscope lamp illuminating
The two diametrically opposed contacts were *used to* facilitate the observation of flapping angles
given in that report has been *used to* estimate the theoretical values of rotor
being assumed . This solution may be *used to* give the contribution to the downwash
to shear strain , the two being *used to* draw true stress / strain curves . Davies
The piezo electric effect can be *used to* launch ultrasonic waves in a liquid
signal current , which can then be *used to* perform an operation . The third element
the particular Harry of the joint *used to* be the barman of a little
characteristics , and such computers can be *used to* advantage when a new plant is
the circuits and devices to be *used to* perform the various specific tasks are
methods which have been or are *used to* control impurity build up in air
then you can cut across . * * ' I *used to* play rugger , * * ' said Armstrong . I missed
London . It took time to become *used to* hearing so much English spoken . The
he remembered the clinical weekends he *used to* spend with her . He often used
to spend with her . He often *used to* try to imagine her reactions if
down-town without a hat on . They *used to* look * - and some of the old
to work in an Embassy * - I *used to* think it was one long cocktail
though . I remember a woman who *used to* come to see my mother . She
little club in London that Jones *used to* use in the days when Joneses
**and suitable for him . Clara was *used to* following his lead , and within minutes**
**said distinctly . You are not yet *used to* this sort of thing . * * ' I watched**
a girl , * * ' she said chattily , I *used to* ride a bicycle . * * ' Oh , really ? * * ' Yes
**its strange marvels . I never got *used to* its travel-film colours except in the**
**one , installed . She took time getting *used to* the indoor lavatories and we had**
the need to meet people I *used to* know , to see the life I
the only place I knew . I *used to* take the small red trains of
European e * ? 2migre * ? 2s , who notoriously *used to* repair to the British Museum to
touching up her hair , it never *used to* be quite that auburn shade , more
ones . Sark , that's it . The Caxtons *used to* have their holidays there . Starmouth went
practical application of compound interest . She *used to* solve all the problems set of
**restaurant in Soho , to get me *used to* the food , he said . It was**
**a long time before I got *used to* calling them portholes . The owner was**
all this ? " I asked him . " I *used to* play about in these things when
She's told you herself what she *used to* be . . . " I called myself a louse
**the sign-manual of the man habitually *used to* a shoulder-holster . I'm never funny when**
Your cousin ? Then that's why * - " " He *used to* live in Tangier , " Graham went on
**it all , shall we ? " Jane was *used to* these sudden exigencies of Graham's desire**
a medical man myself though : I *used to* be a { 0G.P . } in the Midlands
moody , * * ' remarked my companion . Like he *used to* be years ago . . . remember ? * * ' Well did
One of those places where we *used to* go . Before , * * ' he hesitated and added
**some king or chieftain to get *used to* these trimmings because they were to**
had done with the tickets . I *used to* hate Creedy , when I was twelve
I believed I could learn . I *used to* lie awake planning how to kill
**but he might as well get *used to* the idea . " She studied his profile**



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More or less , " I said . " It *used to* be fancier , but Dad whittled it
two from his pull-through . " I always *used to* clean my rifle regularly . " His voice
pale blue , like that she had *used to* write to me . It had writing
**that stuff , man , if you aren't *used to* it , * * ' he heard Marechal warning him**
come across and help us ? They're *used to* the snatch racket . " Leeds grimaced . " Now
He talked about people . Marc Chagall *used to* live here and an Englishman named
died in this very place . He *used to* come to Pierre's Bar again and
**hold you ? " " Yes , but . . . " " You'll get *used to* it , adorable baby . I'm glad you're**
**equipment takes a bit of getting *used to* . It was some time before one's**
on , don't you , sir ? Apparently he *used to* hide it in his bedroom . . . . " And
was about three feet long but *used to* being handled , in my pocket and
back , as Prime Minister ? Laughable , they *used to* say . The man could hardly make
these exciting cars . But then I *used to* be a racing driver and I
or senior technical school ) should be *used to* broaden the youngsters ' minds or for
\0Mrs . Stocks told me " I always *used to* hear a lot about Lincoln . My
of the affluent society should be *used to* assist the less fortunate , and that
**problems is that most people get *used to* them . The housing problem has been**
American universities the subject Social Psychology *used to* be called Home-making and is now
in by the gate the cockerel *used to* run to meet him . Nelly said
swift spins , is what bedizened boys *used to* dance before Mogul Emperors . \0Mr . Kumar
is used as it is now *used to* mark a paragraph ending . Frequently \ paragraphos
comes from a root that is *used to* describe the herding of sheep or
the fringes the " \ tsitsits * * " . This lesson *used to* be read only in the morning
As such , it may have been *used to* relate Christ's healing miracles to his
gave him a Holy Bible . He *used to* come every day and talk to
Word , that they may be fruitfully *used to* His Glory . Regular consignments of these
kept himself to himself . His friends *used to* try to persuade him to join
very well for you fellows , * * ' he *used to* say , you can have any politics
friends round for a drink he *used to* have his grouse . After all , he
side , motionless in the sun . He *used to* drink the cheap , warm wine straight
the home , crochet lace can be *used to* make tablecloths , traycloths and runners , and
Remove crochet . Two methods can be *used to* join the crochet to the linen
that the plane can only be *used to* a limited extent because the projecting
used . The gauge can now be *used to* nick in the tapers on the
be accurate . The straight-edge can be *used to* test the straightness of the sides
toe as at ( B ) . A mallet *used to* the chisel is a great help
a small gouge , and the file *used to* finish off . In any case glasspaper
wrapped around a shaped rubber is *used to* smooth the hollow finally . To complete
toe the smoothing plane can be *used to* form the taper . Finish the two
b ) the possibility of power being *used to* supplement hand tools . This last point
no beginning and no end . He *used to* walk to the studio where he
**become ( 1 ) tired , or ( 2 ) more *used to* the disturbance . Then they stop swimming**
the Cleaver Bank years ago we *used to* get good hauls , 12 to 15
and 262 ) . Miniature cedar trees are *used to* block out the original value . It
**found that they very quickly get *used to* the idea of a glass front**
**lot left : that we should get *used to* it . We don't agree with any**
I was young the Royal Navy *used to* drink it before lunch instead of
three million beggars , a term often *used to* describe the population , existed on what
a few household possessions may be *used to* help with the drawing , a tumbler
the purple decorative kale are conveniently *used to* tone in with the general colour
\0dia precast concrete tube sections being *used to* form the sump to a depth
Goose Beck ? Yes , it has . People *used to* do all their washing in it
space which is bought , can be *used to* the best advantage . If you can
the turnips , the former crop being *used to* finish off the lambs before marketing
food at leisure . Rolled barley is *used to* balance grass or silage . Space was

pedantically " schemata * * " ) . At one time " mind * * " *used to* be identified with " consciousness * * " . But " consciousness

**but he seemed to have been *used to* seeing couples engaged in close embraces**

may read how Alexander the Great *used to* recline and transact business on a
food ? The ancient Britons , I believe , *used to* make water hot by dropping a
the previous page , would have been *used to* weigh bales of wool , the extra
carpenter and smith . They could be *used to* weigh several sacks at a time
not quite as fresh as it *used to* be , though an ability to laugh
at all like your grandfather . He *used to* stump round the village with an
Short " BOOK reading , " wrote Francis Williams , " *used to* be a Socialist habit . To secure
do not overclothe them as they *used to* in the old days . Modern psychiatrists

**and without embarrassment if she is *used to* seeing her mother undressed . Then as**

wear more elaborate dresses than they *used to* do . But the grooms are usually

**clothing , weapons , slaves * - everything he was *used to* using while he was alive . This**

of sealskin in contrasting tones were *used to* strengthen garments at points of greatest
gave me the May carol he *used to* sing , with his parents and family
Church gave me the one she *used to* sing in Kimbolton and the villages
got the song , told me : We *used to* get up at six in the
similar version of the May song *used to* be current in the nearby villages
and colleague , Campbell Dixon , *used to* tell of a conversation he had with
May I was a Sunday . There *used to* be three separate parties , each with
the form of an elephant , was *used to* make a cake exhibited . Among loans
prepared a unique gastronomic map . She *used to* go about the country collecting information
concerning food much as Cecil Sharp *used to* go about in his work of
I was a young man , we *used to* keep strictly to my father's rule
him at his hotel later . He *used to* organise film shows in his suite
work was if anything intensified . George *used to* mix 100 stone of bread in
nightingales . As a counter-irritant almost I *used to* listen of nights to light music
to the crux . Of Kitchener he *used to* say with humorous exaggeration : One can
of his friend , William James , who *used to* urge that the youth of a
When I was young schoolboy I *used to* sneak off to the local dust-hole week
servant , much junior to Humbert , who *used to* mock him affectionately when they ran

**not the horses ; they had been *used to* trains since they were foaled here**

a loose box by herself . She *used to* walk straight to it from the
as Bill Mould many years back *used to* do . The type does not change
were rather heavy , but one got *used to* this . There were times , too , when
for more . Sometimes that pleasant Citroen *used to* be subject to a minor vibration
or one of their larger cars *used to* be made available to me . This
his imperviousness to tinsel compliments , we *used to* think him unworldly , we were at
accurate . In his Cambridge days , he *used to* display a corresponding indifference to the
Science-fiction is a literary province I *used to* visit fairly often ; if I now

Notes:

**24 instances meaning 'accustomed to', 9 of which occur with the gerund;**
**2 before: "getting used to" and 8 after. The textbooks make no mention of the gerund occurring *before* the verb. Notice too that the majority of the instances (15) occur with no gerund at all.**

**12 of the 25 collocate with the verb "to get": to get used to, getting used to.... Etc.**
**Most textbooks don't say anything about common collocates.**

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## APPENDIX E

### Sample teacher feedback

Difficulty & Motivation:

*"One or two students were able to grasp the difference but lost interest when the constructions became more difficult".*

*"I adapted the lesson using more examples and Japanese where necessary. My own feeling is that some of them, (3?), understood the basic points but all refused to complete the written sections".*

*"Way too difficult, especially the final section".*

*"They had no clue...little success".*

*"Generally too difficult. The few who attempted the work gave up when they reached the past/negative".*

*"Failure nothing to do with the materials or ability; all to do with lack of motivation".*

*"Impossible for me to read aloud to them...limited cooperation".*

Personal preference:

*"I prefer this handout to the section covered in the text. This is a more simplified version but it covers more".*

*"Both are difficult with my classes but as an overall comment I much prefer what you have prepared. I'll keep a copy for possible future use".*

*"Looks professional despite being homemade".*

Advantages & Disadvantages:

*"The clear advantage of this type of material is that it can be customized to suit class level and idiosyncrasies".*

*"Advantage: tailor made material to the students' ability and interests".*

*"Prepared materials are more flexible".*

*"Material can look bland and uninteresting when compared to professionally produced texts".*

*"Reminds my students too much of a test".*

*"Takes too much time to prepare and my students wouldn't appreciate it anyway".*

## APPENDIX F

**Sample sentences**

I used to go shopping on Sunday.
I am used to going to school five times a week.

I used to go to *Eigashima* junior high school.
I am used to eating many kinds of foods.

I used to live in *Kyoto.*
I am used to playing difficult video games.

Now I play soccer, but I used to play baseball.
I am used to sleeping for a short time before I go to *juku.*

Now I have a mobile phone, but I didn't use to have one.
I eat many sweets so I am used to eating them.

I used to drink juice every morning.
A long time ago we didn't speak English but now we are used to speaking it.

I used to have a girlfriend.
These days I am used to using a computer.

When I first started smoking I used to cough all the time.
Now I am used to smoking.

I used to study a lot in junior high school.
I am used to writing E-mail to my friends.

I used to be a karate club member.
I am used to taking the train every day.

My mother used to be a kindergarten teacher.
My father is used to working overtime at his office.



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